

Kids Play ChildCare

Inspection report for early years provision

Unique Reference Number	EY365574
Inspection date	04 June 2008
Inspector	Sarah Fletcher
Setting Address	Portfields Combined School, Westbury Lane, NEWPORT PAGNELL, Buckinghamshire, MK16 8PS
Telephone number	01908 209 216
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Registered person	Kids Play Ltd
Type of inspection	Childcare
Type of care	Out of School care

ABOUT THIS INSPECTION

The purpose of this inspection is to assure government, parents and the public of the quality of childcare and, if applicable, of nursery education. The inspection was carried out under Part XA Children Act 1989 as introduced by the Care Standards Act 2000 and, where nursery education is provided, under Schedule 26 of the School Standards and Framework Act 1998.

This report details the main strengths and any areas for improvement identified during the inspection. The judgements included in the report are made in relation to the outcomes for children set out in the Children Act 2004; the National Standards for under 8s day care and childminding; and, where nursery education is provided, the *Curriculum guidance for the foundation stage*.

The report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration or 1 April 2004 whichever is the later.

The key inspection judgements and what they mean

Outstanding: this aspect of the provision is of exceptionally high quality

Good: this aspect of the provision is strong

Satisfactory: this aspect of the provision is sound

Inadequate: this aspect of the provision is not good enough

For more information about early years inspections, please see the booklet *Are you ready for your inspection?* which is available from Ofsted's website: www.ofsted.gov.uk.

THE QUALITY AND STANDARDS OF THE CARE

On the basis of the evidence collected on this inspection:

The quality and standards of the care are good. The registered person meets the National Standards for under 8s day care and childminding.

WHAT SORT OF SETTING IS IT?

Kids Play at Portfields School opened in 2007 and is part of the Kids Play ChildCare group. It operates from the main hall in Portfields Combined School, which is situated in Newport Pagnell, close to Milton Keynes. A maximum of 48 children may attend the provision at any one time and there are currently 94 children, mainly aged from four years to under eight years on roll across the club, although older children up to 11 years also attend. All children share access to a secure enclosed outdoor play area and children come from within the local community.

The breakfast club is open each weekday during term time from 07.45 to 09.00 and the after school club runs from 15.00 to 18.00. During the school holidays the club operates a playscheme, which is open on weekdays from 08.30 to 18.00. The after school and breakfast clubs currently employ a total of three staff; with two of the staff, including the manager, holding appropriate early years qualifications. Other qualified staff are also employed to run the playschemes during holiday time.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children stay healthy because staff follow current and appropriate environmental health and hygiene guidelines and help children to learn about healthy living through eating nutritious food. Children follow and understand simple good health and hygiene practices, for example, washing their hands before eating, after using the toilet and playing outside. The staff protect children from the spread of infection by following a clear sickness policy and using anti-bacterial sprays to clean surfaces.

Children have their health and dietary needs met because the staff work well with parents. For example, menus are displayed in the entrance hall, with vegetarian options, which children and parents can choose in advance. Meals arrive from the main site, ready cooked, which are checked for correct temperature before serving. Children have free access to drinks throughout the session, as staff prepare jugs of squash for children's arrival, which are replenished as required and fresh water is made available to drink with meals. Children are nourished and receive a variety of healthy foods during their meals and snacks. For example, freshly prepared fruit such as grapes, oranges and apples are freely available for snacks. Menus include nutritious meals such as fish, pasta or chicken, with vegetables, salad, jacket potatoes, tuna or baked beans. Vegetarian options are provided as required and desserts include bananas and custard, lemon sponge with sultanas, various mousses and yogurts.

Children learn about healthy living, through regular physical play and activity. Daily access to the spacious playground provides children with opportunities to develop their physical skills and learn to play team games. During the playscheme the children go on outings each week and have activity days. The children have visited Paradise Wildlife park, Activity land, Wicksteed park, Willows farm and Eco park. Children rest as they require on large, comfortable cushions.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children are cared for in warm and welcoming premises, where they relax and feel at ease in their comfortable surroundings, moving around and playing freely under supervision. The staff provide a secure and safe indoor and outside environment, which is clean and well maintained. They ensure children remain secure by risk assessing all areas children use, such as the main school hall and the fully enclosed, spacious playground. Children use a good range of suitable and safe equipment, toys and resources, which are easily accessible and carefully checked for wear and tear by staff on a regular basis. For example, children choose from Lego, resources for arts and crafts, play dough, sewing equipment, various types of construction and a variety of board games. The staff rotate resources to support the needs of the children they care for. They ensure they meet their individual needs by asking children for their preferences. Toys and equipment are appropriate for children's age or stage; equipment can be rotated across the different company sites in the local area.

Children are safe and secure in the staff's care, as they reduce risks and hazards and minimise dangers within the hall and outdoors. For example, children are not allowed to run in case they slip or trip over. Although children receive supervision by being within sight or hearing of the staff, they allow children the freedom to express themselves within safe boundaries. Secure entry systems prevent unvetted adults from entering the premises unobserved and premises

remain secure during club hours, with outer doors securely locked. Rooms have appropriate safety precautions and equipment is stored safely away from children's play areas. Older children learn about fire safety and evacuating in case of fire, because the staff use the clear evacuation plan, which they share with children to help them to understand through practise.

Children's welfare is protected because the manager clearly understand her role in child protection and is able to put appropriate procedures into practice when necessary. She is able to demonstrate how staff will help her to protect children by observing them at play and talking to children in a relaxed and friendly manner, with any concerns recorded. Some of the remaining staff have gained a basic knowledge and understanding of child protection concerns through their qualification, but none of the staff have received any specific training in this area. Although the manager has informed her staff to report any concerns to her, there appears to be an over reliance on staff using their common sense, rather than specific knowledge from appropriate child protection training.

Helping children achieve well and enjoy what they do

The provision is good.

Children are comfortable in their surroundings and familiar with the club routines. They freely choose toys, resources and equipment to occupy themselves or to play with others. Children are independent and achieve personal care appropriately. For example, they manage snacks and mealtimes successfully and clear away their finished plates after eating with little prompting. A large selection of resources is provided for children to choose from freely. Some toys, resources and equipment are prepared in advance, while others are available in labelled storage boxes for children to choose from as they wish.

Children develop confidence, independence and self-esteem, responding to the challenges the staff provide. For example, art activities available include making dream catchers from various colours of wool and contrasting beads. Children show interest in what they do and ask questions about anything unusual, such as visitors and what they are doing at the club. For example, during the inspection, children are curious to discover the software included on the laptop and to take turns at typing their names into a document. Children use initiative and acquire new knowledge and skills when learning to hula hoop. They play freely with the large plastic hoops and discover how they move, spinning them around their waists or climbing through them. Children make positive relationships with adults and each other. For example, a child makes hair styles for the staff, using a hair band, which she changes position with to suit the staff's face.

Children participate in activities, which further develop their existing skills and encourage new ones. Toys and resources reach across the age ranges of the children attending. For example, younger children choose to assemble and play with a wooden train track, while a small pool table is popular with all ages. Older children enjoy drawing and colouring in small groups or playing with the selection of board games. Hamma beads and magnetic construction with balls and various sizes of metal rods are available to extend children's fine motor skills and their imagination.

Helping children make a positive contribution

The provision is good.

Children feel a sense of belonging in the relaxed and friendly atmosphere. They are content and show confidence in their play, making choices and taking decisions as toys and equipment are accessible to all children. Children become aware of our wider society and understand the wider world through the developing range of toys and resources that reflect positive images of culture, gender and disability, although this is somewhat limited. For example, staff provide resources such as a range of books and small world play. However, staff do help children to learn about other cultures when celebrating festivals such as Diwali, Christmas, St George's Day or Chinese New Year, adapting activities to include any children who do not wish to celebrate them. Discussions in groups often include different religions, bullying or disability to help children understand and become more familiar with these areas.

The staff treat children as individuals but with equal concern, meeting their individual needs. They encourage children to play and co-operate with each other and to treat others with respect and kindness, such as asking them to play nicely together or to be nice to each other. Children receive appropriate support and all children are valued as individuals. Staff work with the school and parents to provide continuity of care and support for any children attending with learning difficulties and/or disabilities or for those attending with English as an additional language. Children are aware of their own needs and the needs of others, as staff encourage children to respect each other's needs. They show this by helping others and alerting staff to any child who needs help. The staff work with parents to meet individual children's needs and ensure they are all fully included.

Children begin to distinguish between right and wrong, understanding acceptable behaviour across the differing age ranges. Behaviour is generally good and children have quickly adapted to the change of ownership of the club, understanding the different rules and abiding by them. For example, children understand they are not allowed on the school PE equipment or to run inside the hall. Behaviour management is verbally agreed with parents and in the club's policy.

Effective strategies include a cool down area, where children are asked to sit quietly for a short period at the side of the room until they have calmed down. The staff believe in using positive praise and encouragement; praising both children's achievements and their calm behaviour. Children develop self-esteem and respect for others, working harmoniously during activities with each other. For example, they play board games in small groups and construct their own designs with the magnetic balls and rods together. Children benefit from the developing two-way relationship between parents and staff. The staff talk to parents and children to meet their individual requirements and ensure they gather sufficient information from parents and make time to talk on collection.

Organisation

The organisation is good.

Staff have a high regard for the welfare and well-being of all children. They mix well with the children, providing appropriate interaction and help with any activity when required. A relaxed, calm and friendly atmosphere ensures children are settled and happy. They are occupied for the vast majority of the time and have good relationships with the staff and each other. For example, some younger children cuddle up to staff if they feel the need or play together in small groups, while some of the older children help set up activities and equipment with the staff or pour drinks for children at snacktime.

Children benefit from good organisation of space and resources, for example, storage is away from areas children play in and routines are clear. The adult:child ratio positively supports children's care, learning and play because staff ensure they care appropriately for children in smaller groups. For example, tables are set up around the room to allow staff and children to sit in groups at activities and games. Staff deployment is good, for example, appropriate numbers of staff care for children both indoors and outside and extra staff are available from local head office when more children attend during busier times, such as during the playscheme.

Policies and procedures work in practice and are shared with parents at induction. Company documents are clear, detailed and all in place. The club provides parents with a suitable welcome pack containing written details of the club, together with the terms and conditions.

Documentation on individual children, such as registration forms and permissions are all in place and updated regularly. A bright noticeboard displays important information to parents, such as the registration certificate and insurance details, Ofsted contact details, child protection information and the fire evacuation procedure. Weekly activities are also displayed, together with photographs of children during recent activities and menu choices for the current week. Daily information exchanges take place on collection as this is when the majority of parents meet up with staff as they sign their child out of the club. Parents are given details of the complaints procedure and the club has a written log to record any complaints. Children's attendance is recorded accurately and confidentiality is maintained with individual families.

Therefore, the provision meets the needs of the range of the children for whom it provides.

Improvements since the last inspection

Not applicable.

Complaints since the last inspection

Since registration there have been no complaints made to Ofsted that required the provider or Ofsted to take any action in order to meet the National Standards.

The provider is required to keep a record of complaints made by parents, which they can see on request. The complaints record may contain complaints other than those made to Ofsted.

THE QUALITY AND STANDARDS OF THE CARE

On the basis of the evidence collected on this inspection:

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WHAT MUST BE DONE TO SECURE FUTURE IMPROVEMENT?

The quality and standards of the care

To improve the quality and standards of care further the registered person should take account of the following recommendation(s):

- ensure all members of staff have suitable child protection training to protect children in their care

- develop the range of resources to help children learn about the wider world

Any complaints about the inspection or the report should be made following the procedures set out in the leaflet *Complaints about Ofsted Early Years: concerns or complaints about Ofsted's role in regulating and inspecting childcare and early education* (HMI ref no 2599) which is available from Ofsted's website: www.ofsted.gov.uk